DOCUMENT RESUME

SP 002 110

ED 025 488

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Innovative Ideas in Student Teaching.

Maryland Univ., College Park. Coll. of Education.

Spons Agency- Maryland State Dept. of Education, Baltimore.; National Commission on Teacher Education and Professional Standards, Washington, D.C.

Pub Date Oct 68

Note- 48p.; Presented at Nat. Conf. on "Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching," Baltimore.

EDRS Price MF- $0.25 HC- $2.50

Descriptors- Apprenticeships, Cross Cultural Training, Curriculum Design, Curriculum Development, *Educational Innovation, Episode Teaching, *Field Experience Programs, Individualized Instruction, Interinstitutional Cooperation, Microteaching, Practicums, *Program Descriptions, Sensitivity Training, Staff Role, State Programs, *Student Teaching, Surveys, Teacher Education, *Teacher Education Curriculum, Teacher Experience, Team Teaching, Technology, Tutorial Programs

Identifiers- California, Colorado, Far West Laboratory, Georgia, Illinois, Kansas, Maine, Maryland, Michigan, Minnesota, New Jersey, New York, Oregon, Pennsylvania, Tennessee, Upper Midwest Regional Educational, Utah, Washington, Wisconsin

This is a collection of reports on innovative practices in student teaching programs. The label "innovative" is justified on the basis of the investigation's scope. Identification of innovative student teaching practices was accomplished by contacting chief state school officers, chairmen and members of state commissions on teacher education and professional standards, executive committee members of the Student National Education Association (NEA), Student NEA consultants, authorities in administration and student teaching, officers of national organizations, and all Research and Development Laboratories and Regional Educational Laboratories. Another source was James S. Johnson's "National Survey of Student-Teaching Programs" (SP 001 883). Twenty-eight programs in 17 states are individually described and are evaluated in terms of which attributes (state plan, new position developed, interinstitutional cooperation, integrated professional program, individualization of experience, cross-cultural experience, technology, sensitivity training, or analysis of teaching) seemed most innovative for each program. Also provided are the name, address, and telephone number of the contact person for each program. (SG)

Innovative Ideas in Student Teaching

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ED025488

The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching

National Conference
Baltimore, Maryland
October 21-23, 1968

SP002110

INNOVATIVE IDEAS IN STUDENT TEACHING

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INNOVATIVE IDEAS IN STUDENT TEACHING

The following reports of innovative ideas in student teaching are presented as representative of the field at large. The intent of these reports is to provide some bench marks for implementation of the recommendations of the Joint Committee on State Responsibility for Student Teaching, so clearly stated in Who's in Charge Here?[1] The Committee's definition of student teaching was used to set the scope of the data: "'Student teaching' should be understood to mean observation, participation, simulated teaching, internship, externship, and other field experiences which are a part of a teacher education program."[2]

The identification of student teaching practices that were innovative was sought from a wide representation of the profession: chief state school officers, chairmen and members of state commissions on teacher education and professional standards, members of the executive committee of the Student National Education Association, and Student NEA state consultants. Noted authorities in administration and particularly in student teaching, officers of national organizations, and all of the Research and Development Laboratories and Regional Educational Laboratories were asked to suggest programs. A useful source of information was the national survey by Johnson,[3] utilizing the self-report system for institutions to identify their own innovations.

The response was enthusiastic. In many instances, several sources suggested the same program. Descriptions were then requested from each of those recommended.

Sources other than the traditional ones, such as Teacher Corps, Job Corps, businesses which supply services to education, industrial training programs, management programs, and related professional fields such as law and medicine, were also investigated. These programs offered many interesting ideas for student teaching from a different point of view.

The audacity of labeling a specific idea "innovative" is justifiable because of the wide scope of the investigation and the credentials of the nominating

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[1]Joint Committee on State Responsibility for Student Teaching. Who's in Charge Here? Fixing Responsibilities for Student Teaching. A Discussion Paper. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1966.

[2]Joint Committee on State Responsibility for Student Teaching. A New Order in Student Teaching: Fixing Responsibilities for Student Teaching. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1967. p. 2.

[3]Johnson, James S. "National Survey of Student-Teaching Programs." Unpublished manuscript. Northern Illinois University, De Kalb, 1968.

authorities. The choice of programs for presentation to the Baltimore Conference rests solely with the authors, who read the descriptions for ideas they considered unique and deemed possible for export to other institutions.

The choices were difficult from the number of programs that were considered (over 150) because many ideas were so similar. Microteaching, sensitivity training, wide use of schools for laboratory work with methods courses, and extensive interest in cross-cultural (including inner-city school) experiences marked the descriptions. However, this wide base of similarity served as good background for highlighting the few programs that were unique. The final choices, then, are representative of new practices in student teaching and of the strongest of the more conventional ideas. Only those programs which are in operation were considered. There were several exciting proposals submitted which have yet to face the test of reality and, therefore, are not useful to the field at this point.

The focus of the Baltimore Conference on "The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching" would seem to imply only ideas that are largely concerned with the logistics of financial support, certification, and legal responsibility. While these were fully considered, in reading the program descriptions the authors found many ideas of small scale that seemed to hold promise for improving the field if they were implemented on a grander scale. Therefore, many of the reports present a single idea that can be adapted.

In presenting these reports to the Baltimore Conference, the Planning Committee is openly looking for further extension of the information they have available. Although the present survey was extensive, the probability of overlooking a promising idea is too real to be ignored. The enthusiastic response from the field indicates an obvious interest in the sharing of successes and trials. If there are programs which should be made known, the committee would appreciate descriptions of them. There has been no on-site evaluation of the programs presented in this preliminary report. Additions and amendments should be referred to the authors so that the second report will be correct and include other appropriate programs which have been missed.

INNOVATIVE PROGRAMS IN STUDENT TEACHING

The attributes which seemed most innovative are checked for each program. Since some programs have more than one feature which merit attention, these have been checked in each appropriate column. The description of each program is given on the page indicated following the name.

Program	State Plan	New Position Developed	Interinstitutional Cooperation	Integrated Professional Program	Individualization of Experience	Cross-Cultural Experience	Technology	Sensitivity Training	Analysis of Teaching
CALIFORNIA Immaculate Heart page 7					x			x	
San Francisco State College page 8				x		x			
Temple City Unified Schools page 10		x							
COLORADO Cherry Creek Schools & University of Colorado page 12			x			x	x		
Colorado State College page 13							x		x
GEORGIA Atlanta Schools page 14		x	x	x					
ILLINOIS Southern Illinois University page 15					x			x	
Northwestern University page 17		x		x	x				
KANSAS Kansas State Teachers College page 19				x					

Program	State Plan	New Position Developed	Interinstitutional Cooperation	Integrated Professional Program	Individualization of Experience	Cross-Cultural Experience	Technology	Sensitivity Training	Analysis of Teaching
MAINE Gorham State College page 20			x			x			
MARYLAND University of Maryland page 22		x	x				x		
MICHIGAN Hope College page 24		x	x	x					
Wayne State University page 25		x	x						
MINNESOTA University of Minnesota-Duluth page 26				x	x				
NEW JERSEY Montclair State College page 28				x		x		x	
NEW YORK Fordham University page 29			x	x		x			
Pace College page 31				x	x			x	x
State College at Brockport & Rochester Schools page 33			x	x		x			
Yeshiva University page 34				x		x			
OREGON University of Oregon & State Department page 36	x	x	x						
Portland State College page 37					x				
PENNSYLVANIA Bucknell University page 39					x				x

Program	State Plan	New Position Developed	Interinstitutional Cooperation	Integrated Professional Program	Individualization of Experience	Cross-Cultural Experience	Technology	Sensitivity Training	Analysis of Teaching
TENNESSEE									
George Peabody College									
page 40									
UTAH									
Brigham Young University									
page 42									
WISCONSIN									
Wisconsin State College at La Crosse									
page 44									
WASHINGTON									
Washington State University & State Department									
page 46									
REGIONAL LABORATORIES									
Far West			x	x	x	x			
page 47									
UMREL									
page 48				x	x	x	x	x	x

SELF-DIRECTED CHANGES IN AN EDUCATIONAL SYSTEM

Immaculate Heart College, California

An experiment designed to bring about a climate of self-directed learning in schools and personal growth for teachers is being conducted at Immaculate Heart College, in conjunction with the Western Behavioral Sciences Institute at La Jolla. It is hoped that the experiment will provide a means for effecting changes in a school system in a relatively short time.

This program for both prospective and in-service teachers focuses on climate in educational situations and teachers' abilities to be receptive and flexible in their missions. The authors of the program cite research that demonstrates that these qualities can be effected by intensive group experience, also known as T-Grouping or sensitivity training. They note that business, industry, and government agencies have used this tactic in improving leadership and communication within their structures but that it is a relatively untapped resource in education.

Participants have met for weekend encounter groups with staff members from the Institute. It is the objective of the groups to provide maximum freedom for personnal expression, exploration of feelings, and interpersonal communications. It is hoped that defenses will be dropped, enabling participants to relate directly and openly to other group members. The predicted outcomes are (a) individuals who know themselves and each other more fully, and (b) a climate of openness and honesty which generates the trust needed for persons to effect more innovative and constructive behavior. The creative capacities of individuals are expected to be nourished and expressed in this environment rather than stifled.

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SAUSALITO TEACHER EDUCATION PROJECT (STEP)

San Francisco State College, California

This is a cooperative school-college project to prepare teachers for an ever changing society, to improve the skills of in-service teachers, and to bring community and college resources together for mutual benefit. STEP operates off campus in an education center within the Sausalito district, taking teacher education out of the academic setting.

There is heavy emphasis in all course work on direct experience, more student time in the school district, and greater community involvement. The project includes:

1. Direct experience in the classroom, from September through summer school, as teacher assistants, student teachers, and interns.

2. Instruction and curriculum concurrent with the related to direct experience, through seminars, small-group conferences, and individualized attention.

3. Weekly counseling sessions for groups of 6-8 students to explore and develop the self-image along with the professional image.

4. In-service education for classroom teachers which parallels or complements the preservice program.

5. An evaluation and research program to assess the progress of STEP and to develop new instruments.

6. A communications and community relations program to gather and share professional information and inspire and involve the community in the effort to change and improve education, including special "adult education" type sessions for "educationally deprived" parents.

7. A New Careers program to seek out "deprived" students who are potential teachers, help them into college through the SFSC-STEP work-study program, and help them stay in college and eventually become effective teachers.

8. Innovative use of media in teacher preparation. Still photography, slide series, filmstrips, and recordings illustrate and test sensitivity to pupil response. TV is used to teach techniques and to cover students' progress with children, with immediate playback for self- and peer analysis and cooperative evaluation by students and faculty.

9. A unique professional and curriculum materials center with a wide variety of instructional units, kits, literature, new experimental materials--all used by the students and teachers in relation to the correlated seminars and direct experience in the classroom.

Student teachers spend five days a week in the STEP Center. Their curriculum program is related directly to their progressive assumption of responsibility in the classroom. Study topics are methods and materials, classroom problems, evaluation, and personal development.

STEP in-service education includes seminars, classroom demonstrations, consultation, small-group planning, and informative meetings and sharing of materials.

A primary emphasis of the project is on preparing teachers who have an interest in teaching deprived children and working in communities of deversified population. Associated with this is the attempt to stimulate "deprived" youth to recognize the importance of education and become interested in a teaching career.

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DIFFERENTIATED TEACHING STAFF

Temple City Unified School District, California

The plan developed in the Temple City Schools, although it includes many aspects of administrative reorganization, represents an innovative program for staff development. It is concerned with the induction and continuing education of in-service personnel but obviously has implications for college programs that are preparing teachers.

In the differentiated staffing plan, teachers are treated differently in assignment of responsibility, in pay, in selection processes, and in evaluations. Personnel are selected on the basis of experience and qualifications and are retained in their positions or promoted on their ability to perform in assigned capacities. This idea is contrary to the popular notion that all teachers should be treated equally.

The plan was developed and continues to be regulated through a high degree of staff participation. One significant strength of the plan, according to the developers, is the provision for implementing ideas of the professional staff.

Basically, changes come in the heirarchy of personnel when individuals are reassigned. Additional remuneration comes with increased professional responsibility, which means a change in the roles of the teachers. These new responsibilities imply increased training and experience in the program.

The idea that one teacher can be all things to all students is eschewed in favor of a reorganization of the various tasks that occur in the schools. Flexible scheduling, dual use of instructional models and resource facilities, and delegation of tasks must be accepted for efficient employment of this plan. In addition, personnel must come to the point in their educational thinking of assuming responsibility for each other's performance: full-fledged maturity in the perception of this program is required. Conversely, the staff members must be willing to add to the program by being involved in professionalizing and disciplining their own ranks.

From these new definitions of the teaching role come opportunities for advancement, positions for regulating the profession, increased decision-making power in school programs, and suitable environments for teamwork.

A brief description of the roles in the staffing plan indicates the utilization of personnel. Salaries are not noted since these are currently being revised.

1. Teaching Research Associate: introduces new concepts and ideas to schools, translates research into instructional probes while serving in a limited teaching role, has responsibility for improving staff abilities.

2. Teaching Curriculum Associate: helps in translating theory into practice and directs communications between staff members.

3. Senior Teacher: is responsible for application of curriculum innovations to classrooms, is a master teacher and a learning specialist, has a limited role with classroom teaching but considerable concern with the teaching of teachers.

4. Staff Teacher: performs functions of typical classroom teachers except that clerical duties are eliminated.

5. Academic Assistant: instructs in special areas, is a skilled paraprofessional or a teacher intern.

6. Educational Technician: assumes many of the clerical and housekeeping tasks and a little instructional responsibility.

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A COMPREHENSIVE TEACHER EDUCATION PROGRAM

Cherry Creek School District and University of Colorado

This is a cooperative seven-year program of formal education, plus work, training, and service experiences to induct new teachers to teaching. The attempt is to redesign the practicum phases of teacher education as well as to meet some practical problems.

The program differs from the conventional type in that there is a progressive transition from campus-oriented education to service and practical learning in a variety of school and community environments. Students begin in the third year of their teacher education program to assume duties in actual classrooms. This continues through the fifth year when they receive the bachelor's degree. Full-time teaching during the sixth and seventh years is arranged and opportunity is given for a master's degree. Tenure is granted upon completion of the seventh year. The instructional roles that these students fill will be as instructional assistants, interns, and residents.

The program developes feeling that this earlier connection of theory and practice will be highly beneficial. The differentiated instructional roles are considered a better means for inducting new personnel because they represent continuing professional development.

Other positive features of the program are (a) the opportunity to receive pay during the matriculation phase of a teacher education program; (b) the opportunity for experience in differing cultural environments; (c) earlier screening of teaching problems and incompatibilities; and (d) opportunity to tailor programs for individuals as one way to minimize the wasteful loss of certified teachers who leave the profession.

Basically, the program is a reorganization of the professional sequence, allowing earlier induction to field experiences. The overall part of the practicum phase is much longer and is carried on concurrently with the campus part of the professional experience. There is no indication that professional courses will be altered significantly, but the assumption is that longer and more varied field experiences (different models) will result in higher competence.

The idea of close involvement of school and university implies that a stronger responsibility can be placed with public schools for teacher education.

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REMOTE TEACHER TRAINING CENTER,
INSTITUTE FOR CHILD STUDY

Colorado State College at Greeley

This model program of in-service training for teachers in early childhood education attempts to develop, by means of "hardware," the communication and feedback features of a laboratory situation for distant personnel. It is designed to effect optimum economy and efficiency in training.

Participants had their initial orientation to the program in summer sessions or in an on-campus one-week workshop or concentrated two-day session. The remainder of the program is handled by remote control, with participants in the field being supervised from the CSC campus.

Essentially, the program involves the development of training units, video-taping these for models, and forwarding the models to participants who use them to evaluate and emulate in their own classrooms. The participants, in turn, video-tape their own teaching attempts and forward them to the laboratory where a team critiques and returns them with recommendations to the participants.

The trainees are fairly well clustered within a geographical area which allows ready access to recording equipment. Most of them are involved in early childhood programs such as Head Start.

The instructional units are sent out at two-week intervals. Sixteen units contain a total of 64 learning episodes which are designed around the basic objectives of the New Nursery School. Each training unit includes prepared learning episodes to be met in the classroom and an explanation of their purposes. A model teaching situation is presented on a film clip. Directions include suggestions on viewing and working with the video materials. There are critique and response sheets for the trainees to provide feedback information.

A staff member at the CSC campus views a trainee's video tape, prepares a critique using the same format as the trainee, and returns these so that the trainee can again view the tape as the critique is considered.

This program is still in the experimental stage. If it shows positive results, there are important implications for future programs of in-service training for teachers in early childhood education. The subject matter and grade level obviously could be altered to fit other situations if the project developes as well as anticipated.

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DIFFERENTIATED STAFFING

Atlanta, Georgia, Public Schools and Four Area Colleges

The teacher education program developing in Atlanta deals particularly with a long-term field experience that stretches from high school through the post-graduate internship year. While many of the program features are concerned with a more logical and appropriate introduction to teaching, there are some practical side effects as well.

This program differs from the conventional in that potential teachers are identified as early as the high school years and they can actually start getting classroom experience as teacher aides at this time. From then until they graduate from college, they spend at least one-quarter of a year in teaching activities and the remaining quarters in regular college work. In their senior college year, the students assume considerable responsibility for teaching and after completing the bachelor's degree enter a closely supervised internship.

The student passes through a variety of roles in this process. He recognizes his responsibility early and sees the relevance of his college courses to the learning situation in the schools. The developers of this plan see another advantage in eliminating the incapable and miscounseled student early in the career preparation.

The teaching experiences in the schools provide a solid base for these students to relate to their college classes. Their concerns, questions, fears, and needs are identified early, when extensive attention can be given to them. As an ongoing service to the developing teachers, supervisory teams, each made up of the principal, the supervising teacher, the clinical professor, and the college adviser, are mapping out experiences for the students. These teams are concerned with the growth of students and how rapidly they should approach different roles.

Other features of the program are as follows: (a) Students are required to have experiences in different schools, different cultural communities, and at different levels. (b) The aide pay permits many more potential teachers to enter the programs. (c) There is increased time for regular staff to attack other classroom problems. (d) The school system can recruit and channel more people into areas that need staffing.

This cooperative endeavor in Atlanta is beginning as a pilot study. There is no evidence on which to evaluate programs of this sort as yet. Their value must be based on the premise that roles in schools can be learned earlier than has been attempted heretofore and the process of experiencing these roles can serve to make the teacher induction process more fruitful. The idea of using the environment of learning in public schools to promote teacher education appears innovative and promising.

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NOVEL EXPLORATORY TEACHER EDUCATION PROGRAM (NEXTEP)

Southern Illinois University

NEXTEP is an ongoing program developed by the staff at Southern Illinois University with support from the Central Midwestern Regional Educational Laboratory (CEMREL) and the U. S. Office of Education. Its concern is with the in-service education of public school teachers in professional competency and personal relations. It could easily be adjusted to meet the requirements of undergraduate programs in teacher education.

NEXTEP is different in design from conventional in-service programs in that the usual course is eschewed in favor of labs on various topics for individual selection. Lab work is individualized and in tune with the teacher's motivations and style.

The labs are of two types: competency labs, which are packaged experiences to help teachers assess and improve a specific competency such as listening or questioning; and personal labs, which are sets of experiences designed to develop key personal qualities important in professional performance, such as sense of humor and warmth.

In general, the periodic meetings involve both university faculty and public school teachers. They start with a general session that may include lectures, films, and other appropriate presentations, followed by work in the competency and personal labs.

In the first year of operation, thirteen cafeteria style competency labs were developed, including, for example, labs on listening (concern for how well teachers listen to what students say), value clarification (concern with how teachers can help students' growth toward value clarity), and thinking (concern with how well teachers stimulate thinking).

The NEXTEP developers admit there are lingering problems in this type of alternate teacher education program. The orientations of personnel are frequently found to be contrawise to working in a self-directing lab. Teachers experience difficulty when a competency lab mastery conflicts with old practice. There is still a problem of specifying competencies in terms that are operational and useful for teachers.

The personal labs are for interaction groups, in the style of sensitivity or T-Groups, with skilled leaders working with participants for the entire year. The general aim is to provide an opportunity for persons to examine human interaction and communication skills that appear relevant to teaching. There has been considerable success in these sessions and there is interest in expanding the variety of these opportunities to help teachers grow in personal qualities.

Contemplated extensions of this program are:

1. Reconstruction of educational papers into competency lab materials. This means they will be translated into forms consistent with this approach, i.e., with competencies stated in measurable terms, advantage of possessing these competencies identified, self-assessment procedures prepared so that teachers can determine the extent to which they possess the competencies, and learning experiences prepared for self-instruction.

2. Continued research and compilation of materials for personal growth that can be used in the absence of a therapist or expert trainer.

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TUTORICAL AND CLINICAL PROGRAM

Northwestern University, Illinois

The Tutorial and Clinical Program was designed for strong teacher preparation in both subject fields and the art and science of teaching. The assumption is that the liberal and professional components are integrally related and can be developed best by a new approach to teacher preparation. The program is a four-year sequence of tutorials and parallel clinical work under the direction and supervision of tutorial professors, clinical professors, and cooperating teachers.

The objectives of this program are (a) to individualize teacher education according to students' interests and needs, (b) to involve students in more direct relationships with pupils and schools, and (c) to develop teaching competency through direct analysis and supervised practice. The formal course in theory and methods is eschewed in favor of participation in tutorials and a variety of clinical experiences--observation, tutoring, planning, teaching, and evaluating.

The tutorial professors, full-time members of the School of Education faculty, work with 10-12 students individually and in groups. The clinical professors are faculty members of both the University and the cooperating schools. They are practicing master teachers, and continued classroom teaching maintains their skill in guiding methods. These professors, along with cooperating teachers, continuously assess the students' professional skills and ultimately recommend their certification.

The tutorial and clinical approach is inductive, starting in the students' freshman year. Students begin with questions or problems and seek tentative answers in academic courses or clinical practice. The questions frequently come about from the clinical work and are brought to the tutorial for colleagues to analyze. Tentative hypothesis are proposed and provisions for testing are worked out. The constant interplay between classroom experience, discussion in tutorial, and study of professional literature promotes student inquiry and interest.

The professors have a major responsibility for program development and meet periodically to review and assess, with the help of students and cooperating teachers, the content of the tutorial and clinical work. The program is flexible and components change as experience and evaluation dictates. Following is an overview of the four-year sequence.

The freshman tutorial starts in the second quarter and focuses on a broad overview of education to orient students to basic issues and problems of schools and teaching. Examples of topics are inner-city education, politics of education, changing roles in education, and the NEA-AFT conflict. The clinical assignments, paralleling the tutorial overview, place students in a child-oriented nonschool setting to awaken them to how social agencies affect the schools, e.g., Project Upward Bound, YMCA, day nurseries.

The sophomore program focuses on the foundations of education and teacher-learner relationships. In the tutorial, readings, writing assignments, and discussions are blended with independent studies selected by the students. The intent is to lead students into data collection, analysis, and research on an individual basis.

Each sophomore takes a clinical assignment in a public school for one-half day each week to observe teaching, discuss plans, and assume minor teaching roles.

The junior-senior clinical work acquaints students with firsthand classroom teaching, planning, and evaluation. This is done in specific buildings for one-half day per week (except for one quarter of five half-days per week). The clinical professor maintains continual contact with students, their cooperating teachers, and administrators.

The junior tutorial deals generally with curriculum decision making in schools. Each quarter's work has a theme, e.g., the fall quarter topic is "Deciding What Should Be Taught in Schools." From the course work and clinical experiences come the theory-practice elements for tutorial study. It is expected that two years of tutorial work will prepare students for study and research in teaching problems that are raised in clinical work.

The senior tutorial builds on the students' skills in problem analysis and focuses on teaching materials and evaluation techniques. The content during this year is more individualized and the tutorial professor directs more individual and less group inquiry.

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AN EXPERIMENTAL STUDY OF PROFESSIONAL EDUCATION FOR SECONDARY TEACHERS

Kansas State Teachers College at Emporia

This program was the result of a proposal developed to determine the benefit of an experimental over a conventional teacher education program. It now exists as a fifth-year program for liberal arts graduates who wish to acquire certification at the college.

The objectives of the program are (a) to have knowledge related to teaching identified and organized in a systematic fashion, and (b) to implement a series of laboratory experiences to accompany this professional content--to integrate professional and laboratory study.

The experimental program replaces formal courses with three "phases" of professional preparation based on a structured study of content in conjunction with planned laboratory experiences.

Phase I is a semester of intense observation and coordinated reading. The observation, to determine the nature of the learner, is done by closed-circuit TV which originates in the campus laboratory school and is supervised by an experienced professor. In planned seminars the students discuss the content and implications of the coordinated readings.

Phase II, participation, involves service in public school classrooms where the trainees serve as aides and helpers to the regular teachers. Readings and seminars on selected topics, organized to keep pace with the students in the laboratory settings, are continued.

Phase III, student teaching, is based on the idea that concepts acquired through observation, participation, and readings can be tested through practical application. Effective techniques, teaching functions, and applications of tools used in a classroom are emphasized. Seminars and readings are continued during this phase.

The developers have substantial evidence that the experimental program participants concluded their experience with more desirable behavior ratings. In addition, the desirable behavior ratings of the pupils involved with experimental program teachers were improved more than the ratings of other pupils. The experimental groups evidenced more use of indirect teaching behavior, and the general ratings on members of the experimental group were higher.

The behavior changes evidenced by the experimental group were concluded to be a result of the experimental program.

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TEACHER EDUCATION AND JOB CORPS COOPERATIVE PROJECT

Gorham State College, Maine

A pilot project has been established between a Job Corps Center in Maine and Gorham State whereby students from the College receive taining at the Center in teaching disadvantaged women and a group of women from the Center are admitted as students at the College. The planning and development of the project was a joint enterprise involving the staffs of both institutions.

Objectives of the program include:

1. Extending educational opportunities beyond those available at the Job Corps Center.

2. Enriching the experience of student teachers through teaching disadvantaged youth.

3. Utilizing the talents of the faculty and staff at both institutions for their mutual professional benefit.

A small number of Job Corps Center students are currently enrolled for credit in regular freshman courses at Gorham State College. In addition, a carefully planned adviser-advisee program has been developed to aid the women in making the transition from the Center to the College environment. Interested undergraduates have provided regularly scheduled assistance to Corps students in matters of college and community life. The director of Upward Bound at Gorham State is serving in the capacity of academic adviser and meets with the women on a weekly basis to offer encouragement and evaluate their progress.

In a reciprocal arrangement, Gorham seniors are assigned to the Job Corps Center for one-half of their student-teaching semester. These students are selected jointly by College and Center directors on the basis of (a) their enthusiasm for working with the disadvantaged and their interest in the program, (b) their proficiency in the major field of study and understanding of growth and development, and (c) their adaptability to an atypical classroom situation.

Teaching at the Center provides opportunities for student teachers to broaden their horizons and develop new insights. Each selected senior participates in two widely contrasting learning situations--an eight-week period in a public school followed by an eight-week period at the Job Corps Center. The seniors return to campus each Friday to participate in a seminar to share their experiences with other students. There is evidence that the seniors in the project have developed a greater perception and versatility in the use of teaching techniques and resources.

The sharing of College and Center services is considered mutually beneficial. Faculty members at the College are contributing leadership in curriculum revision at the Center. Job Corps women have actively participated in a sociology seminar in which they freely exchanged viewpoints, both personal and objective, with class members. This experience is indispensable to the growth of both underprivi- . . .

leged Job Corps women and typical college students. Job Corps personnel who have served as speakers at college convocations and seminars are chllenging the goals, attitudes, and aspirations of future teachers. They have alerted students to the satisfaction of teaching careers among the underprivileged.

Benefits to both the College and the Center are gratifying. However, long-range evaluations are planned to determine whether or not the objectives of this project will be accomplished.

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TEACHER EDUCATION CENTER

University of Maryland

The Teacher Education Center concept is a unified approach to teacher education, focusing on a cooperatively developed and administered preparation program with emphasis on continuing career development. The Office of Laboratory Experiences at the University of Maryland has developed a number of these structures in cooperation with several county school districts in Maryland and the Washington, D. C., schools.

The objective of the center is to present a coordinated program of preservice and in-service experiences to meet the needs and interests of undergraduate students and experienced professionals in such a way that each becomes a study of teaching at his own level of professional development. An allied objective of the program is to utilize more fully the resources and talents available in the center regions.

Coordinating this program in each center is a full-time Teacher Education Center Coordinator who is jointly selected and employed by a public school system and the University. His role, generally, is to plan an effective laboratory experiences program for the MU students assigned to the Center and to coordinate an in-service program for supervising teachers who work with these students.

The students are in the schools one day a week for one semester during their junior year and full time for eight weeks, if secondary, or full time for sixteen weeks, if elementary, their senior year. They are not assigned to one supervising teacher but to the center's staff or to a department within the staff. This places the responsibility for planning, directing, and assessing the development of an undergraduate student teacher on a number and variety of people and ultimately on the whole staff of the center.

The university supervisors serve in the capacity of curriculum and teacher education consultants to the center staff. They work more directly with the supervising teachers than with the individual student teachers. Thus, the public school personnel assume increased responsibility for the preservice program and in return the University assumes increased responsibility for the in-service program in the form of tuition-free university courses and workshops together with seminars and consultant services.

The student teachers have intensive ongoing experiences wherein they gradually assume major responsibility for the instructional program. These experiences vary in number and in duration, depending mainly on the needs, interests, and developmental patterns of the individual student. Sandwiched in with these intensive experiences are a variety of extensive experiences designed to give the student a broad and comprehensive view of teaching. The extensive experiences can vary from short, two-hour "porthole" observations to perhaps eight or ten half-days of observation and limited participation.

In each center a sequence of courses is being offered to develop a staff of associates in teacher education. These courses consist of (a) in-depth study and

practice of different cognitive and affective systems for the analysis of teaching, such as Interaction Analysis, OScAR 5V, and Galloway's Non-Verbal Scale; (b) procedures for the modification of teaching behavior, such as microteaching, 35mm time-lapse photography, simulation, and video-tape feedback; (c) the study and implementation of different teaching strategies; and (d) the study of supervising behavior. These courses carry three semester hours of graduate or special student credit and are offered free to cooperating center staff members in return for their work with students.

Full implementation of the ideas embodied in the Teacher Education Center concept will ultimately establish a new kind of joint sovereignty for teacher education shared by colleges, state departments of education, public school systems, and professional associations.

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TEACHER EDUCATION PROGRAM

Hope College, Michigan

The Education Department at Hope College has initiated a new pattern in teacher education that represents changes in organization and content as well as philosophy. Much of the clinical part of the education program has been affected by the cooperative relationship set up with Douglas Elementary School. The objective is to prepare affect-oriented teachers who are concerned with the total development of the child and who are prepared effectively to function this way.

Two elements of the programs that focus on clinical experiences are noted below.

One innovative feature developed for the Hope program is "miniteaching." This is a prestudent-teaching experience that provides structured teaching opportunities for students. It is planned to unite the teaching methods discussed in college classes with the experience of putting them into practice. In this program students are in teams that prepare lessons for children. About two weeks are used in planning each of these units and this is followed by the teaching of the unit in a school. These planning and teaching intervals are spread throughout the semester. Each team determines its own approach and presents the lesson plan to colleagues prior to teaching. Evaluations are done after the teaching to provide the teams with guidance for the next unit. Guidance is given by college instructors and the teaching is observed by the instructor.

The second innovative feature in the program is macroteaching. This is coordinated in the education center that has resulted from the cooperative arrangement with Douglas School. This total participation plan involves bringing the students, seniors at Hope College, to the Douglas School full time for a year. They are assigned as associates to experienced teachers in the building and receive part-time pay and 20 semester hours of credit. Supervision is done by college personnel. These teachers-in-training teach in areas of their specialty and an attempt is made to place them with students who are motivated to work in the area of the associate teacher's area of interest. There are additional teaching assignments as well. Professional growth for these associate teachers comes through seminars conducted by college staff, the ongoing relationship with the experienced staff, and maximized classroom experience. The program developers feel that this approach to teacher education with a minimum of formal course work and total involvement in a school where the philosophy is affect-oriented, is the most fertile means of inducting new teachers.

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TEAM INTERNSHIP

Wayne State University, Michigan

The Department of Elementary Education at Wayne State University has employed a new pattern for producing more self-directing student teachers. This activity represents a change from regular student teaching and a modification of the typical internship. While the plan involves organizational changes in the field experience, a "student teaching for pay" element, and service to the community, the primary goal is to prepare more competent teachers.

The objective can be defined as making an experience available that will serve to move the teacher trainee from playing roles to assuming roles. This program can be considered a transitional experience for the second-term student teacher who previously was an "outsider" in the classroom. It allows appropriate guidance but permits freedom for the teacher-in-training to extend himself.

Program. A teacher-director, selected from the public schools, is assigned full responsibility for the instruction and administration of two classrooms. Four student interns are assigned to the teacher-director and the classrooms. Working as a team and in pairs under the guidance and direction of the teacher-director and a clinical-instructor, the interns plan all classroom activities for the children. Each intern is present 30 percent of a week. The clinical instructor works closely with the teacher-director on all phases of the program and carries out the supervision. A system of observation, planning, and teaching is employed to allow the interns the opportunity to share in planning with the clinical instructor and the teacher-director.

The major roles in the team internship are as follows:

1. Intern: a student who has completed an initial experience in student teaching.
2. Teacher-Director: a sponsoring teacher from the public schools.
3. Clinical Instructor: a college supervisor who coordinates the program.
4. Clinical Professor: a senior faculty member of the college who advises.

The benefits of the program for teachers-in-training are as follows: (a) It affords a team system for joint planning but independent teaching. (b) It allows joint evaluation but individual reteaching. (c) It permits time for conferences, group meetings, and critiquing.

The developers have evidence that the team interns, when given responsibility for classrooms, not only survive but innovate and carry out noteworth educational programs. A prospect for the future of this arrangement is that the internship team can become the innovative cell from which new ideas can move forward.

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CORRELATED TEACHER EDUCATION PROGRAM (COTEP)

University of Minnesota, Duluth

The philosophy behind the COTEP project is that more adaptable and more highly trained educators must be available to meet the changing needs of society. Its developers feel that conventional programs which produce teachers to fit a particular curriculum and organizational pattern suffer in this age. The concern, they say, must be on concepts of teaching rather than techniques.

The objective of this two-year program for juniors and seniors is to produce teachers who are highly adaptable and who can rationalize theory with practice. To accomplish this objective, the COTEP project makes greater use of and provision for earlier induction to field experiences, individualizes the course of study for trainees, and is a cooperative effort of college and public school staffs. The organization of the program is as follows:

Junior Year: Phase I. Tutoring in the public school and study of the physical, social, and emotional growth of the child, plus selected readings in school organization.

Phase II. Microteaching and the study of human learning, measurement, and statistics.

Phase III. Small-group instruction in the public school and the study of methods of instruction and evaluation of learning within a subject matter speciality.

Senior Year: Phase IV. Full-day preservice teaching in the public school and continued emphasis on the study of the design of implementation of instructional strategy, plus selected readings in educational philosophy.

Phase V. Independent study and/or research related to the preservice teacher's area of concentration, plus development of a personal philosophy of teaching.

To maintain the close contact with field experiences, a student teacher is assigned to a supervising teacher when he enters the professional sequence in education. His initial responsibility, in addition to course work, is to tutor a few students under the direction of the supervising teacher. As he grows in ability to assist in the classroom and in his understanding of the pupils, his task increases until he has direct responsibility for a group, including planning and implementing instructional strategy. The student teacher progresses through the program at his own pace, depending on his mastery of the capabilities for each phase. The supervising teacher has the responsibility of directing the student teacher's school experiences and a tutorial professor assists in planning and supervising his program. These two persons cooperatively evaluate the preservice teacher's progress.

In essence, each student teacher has a program of teacher education individually structured to meet his own needs. The traditional material normally

covered in methods courses on campus is covered in this program in individualized instruction, independent study, and small-group seminars directed by the college personnel.

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SPECIAL PROGRAMS FOR URBAN TEACHERS (SPURT)

Montclair State College, New Jersey

In the interest of better preparing classroom teachers for New Jersey cities, Montclair developed the SPURT project to give participants more adequate training for teaching roles in inner-city situations. It is calculated to bring about changes in the conventional teacher preparation program at Montclair and more intensive involvement of the faculty in urban education.

SPURT involves a twofold thrust: to create more student interest in urban teaching by providing realistic preparation, and to increase faculty concern for the educational problems of disadvantaged youth.

The program combines three types of learning experiences which are considered necessary for urban teaching: experience in human relations through course work and workshops; backgrounds in sociology, psychology, and professional education through courses oriented toward urban problems; and field work in both urban schools and community agencies.

Students in the program take two special courses per semester, including educational foundations courses with emphasis on urban environments and problems, methods courses, and group dynamics. They spend a minimum of 6 hours per week in field work through the four-semester program.

During the first semester students work in social agencies (Youth Opportunity Center, Head Start, a hospital social service department, etc.) and repeat this experience in the junior year. During the fall semesters of the junior and senior years, they work as teacher aides in public schools in a variety of planned experiences. Work in their major field is planned; in addition, the students work with special areas such as reading classes, guidance offices, or special education classes.

Another feature of the program is the human relations training, incorporated to sensitize both students and faculty to the disadvantaged. In this endeavor, concepts and techniques developed in human relations training have been woven into the program. One course is devoted to the dynamics of human relations.

No assessment has been made of the program. However, informal feedback from participants indicate it is worthwhile.

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APPRENTICE TEACHER PROGRAMS

School of Education, Fordham University, New York

Fordham University has developed a pattern in preparing classroom teachers for urban schools. These programs can generally be described as Apprentice Teacher Programs which are the clinical phases of a multidisciplined unit approach to learning and teaching. It is hoped that the new programs will prepare competent beginning teachers and give them the support and help they need in launching careers in urban areas.

The objective is to blend observation, theory, and apprentice teaching into a single frame. The directed observation by the apprentice teachers is the take-off point for greater understanding of the theories underlying the teacher-learning process and their application.

The experiences gained by the trainees in observation and teaching become an integral part of their course work at the University. The course work, in turn, helps the trainers to adapt to the policies and practices in the school while learning to apply alternative procedures.

The program is open to undergraduate and graduate students and normally takes one year to complete. The first phase of the program includes apprenticeship as a teacher assistant and enrollment in a course on Learning and Teaching. Trainees work under the direction of a classroom teacher and under the supervision of the university instructor. They serve about four hours per day for the entire term.

During the second semester the students are assigned as apprentice teachers at grade levels contiguous to the ones to which they were assigned previously and enroll in the corresponding Learning and Teaching course. This plan allows a wide range of experiences and continued skill development. In the related course there is also extensive field work in programs developed by social agencies or schools to assist urban families.

Some characteristic features of this plan follow. As noted by the developers, the programs:

1. Stress on-the-job training for teachers, but always with the support, guidance, and supervision of trained personnel.

2. Enable the prospective teacher to prepare himself quickly for service.

3. Apply basic principles of learning to the education of teachers and stress the importance of the learning by doing, of learning a skill in the context in which it will be used and of the careful gradation of learning so that the learner masters one phase before he goes on to the next.

4. Stress the connection between theory and practice and relationships among various phases of education.

5. See teacher education as a truly cooperative undertaking by schools and universities.

6. Reject the outworn concept that the competence of a beginning teacher can be developed by a lockstep progression through a series of unrelated courses.

7. Provide for the kinds of cooperative preservice and on-the-job teacher education activities designed to lead to the continuing professional growth of both school and university personnel.

8. Utilize the University's resources in many disciplines in addition to those usually available in teacher education programs.

9. Bridge the gap that frequently exists between preservice programs and the initial experiences of the teacher after appointment. (This is accomplished in the follow-up course that is designed to assist with the problems encountered by beginning teachers.)

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APPRENTICE TEACHER PROGRAM

Pace College, New York

The Pace College Elementary School Teacher Education Program has a professional sequence that differs considerably in nature and organization from most conventional programs and represents a new direction for the College.

In an attempt to improve upon conventional programs, the following guidelines were adopted (modified form):

1. Concepts of teaching should serve as bases for selection of content and experience opportunities in the professional sequence.

2. Organized bodies of subject matter should be used as resources from which needed information, ideas, principles, and concepts help the student to better understand the teaching-learning process.

3. Each student should develop, under guidance, a concept of teaching concurrently with his first opportunities to participate in teaching tasks.

4. Initial experiences in the professional education program should be planned with the needs and concerns of the student as a starting point.

5. The professional curriculum should make provision for evaluation of the student's achievement in terms of his ability to perform essential teaching tasks.

Based on these guidelines, a three-phase undergraduate professional curriculum was developed.

Phase I. The first phase is observational and provides a simple comprehensive overview of the teaching act. Students are expected to develop a concept of teaching and an understanding of how foundation areas contribute to successful teaching. This phase includes sensitivity training sessions that have been coupled with early experience in teaching. It is believed that prospective teachers must be aware of the convictions and values which they possess relative to teaching and life in general before they can really change behavior in the direction of performing teaching tasks. Students observe demonstration lessons during this first phase and develop skill in using observation instruments.

The goals for this first course, as well as subsequent courses, are stated in behavioral terms.

Phase II. The second phase provides for intensive study of curriculum and instruction. The problems of teaching and areas of study identified during Phase I are used as focal points in these sessions.

The "Persistent Teaching Situations" concept is used to form a frame of reference for the problems teachers face. As described by the program deverloper,

Persistent Teaching Situations are those recurring situations which teachers face day to day in their work. Each situation calls for some action on the part of the teacher. In fact, each situation requires the performance of a teaching act. It is noted that ten basic situations provide the scope and depth of the teacher's tasks in work with children. Specific situations can be determined from the basic situations. In the Pace program, there is an emphasis on working with these in finding the substance of teaching acts.

Other aspects of Phase II are (a) work with video-tape recordings to build skill in self-analysis and self-evaluation, (b) experience in tutoring, and (c) small-group instruction.

Phase III. The first part of this phase is practice teaching on a full-time basis for one semester during which the student learns to handle the persistent teaching situations in a real classroom. If capable, he is given the opportunity to assume all of the teacher's responsibility for a brief time. In the concurrent seminar, the student discusses with fellow students and supervisors the problems he is encountering as an apprentice teacher.

Following the practice-teaching period, an integrating seminar is offered. The seminar is interdisciplinary and attempts to provide an approach to the study of vital issues affecting education today. Students are expected to return to their apprenticeship schools for some time each week. Experiences in the school are related to the integrating seminar.

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COMPREHENSIVE TEACHER-TRAINING PROGRAM

Center for Cooperative Action in Urban Education
Rochester, New York

This cooperative endeavor of the Rochester Public Schools and the State University of New York College at Brockport is designed to involve students in a comprehensive program in urban public schools for a professional year as student teachers or interns. The objective is to improve the preparation of teachers for city schools by providing a total experience in urban living. An allied objective is the relating of community resources to the teacher preparation program.

Program. The program for the junior participants will be an integrative one in which most professional experiences take place in the school district where the trainee is working. There will be a complete assimilation of trainees with the total school staff and a concern for their needs.

The student teachers will receive their content work in the schools through the services of a clinical professor assigned full-time to the program schools to work with the staff and to supervise the program.

The interns, who have a B.A. plus a summer of education orientation, will be teaching associates under the direction of a helping teacher. These interns will work as an instructional team. After another summer session at Brockport they may receive the M.A. and will have additional consultations with college staff members and helping teachers during their regular teaching.

Additional experiences will be provided for participants by uniting community resources that will extend the teacher education program. There will be direct work in community programs such as Action for a Better Community and an anti-poverty agency. Seminars dealing with urban planning and living will be planned and consultants from city and county governments will be invited. The teachers organization will be involved in assisting with the trainees' programs.

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PROJECT BEACON TRAINING PROGRAM

Yeshiva University, New York

The Project Beacon Training Program undertakes to prepare liberal arts graduates for effective teaching in slum schools. Theoretical studies are organized in seminars dealing with psychology, sociology, and education. Field experiences include year-long observations in depressed-area schools, interaction with the people and neighborhood institutions, and student teaching.

The philosophy behind the program is that education for disadvantaged children must be handled differently and that teachers must possess special insights, attitudes, and skills in working with learning problems in such environments; further, that these attributes can be developed through participation in soundly conceived, integrated programs of theoretical studies and field experiences.

The general objectives of this multi-faceted program extend the aims of conventional teacher education programs to include strong emphasis on disadvantaged learners in depressed environments. A theme of the program is in making teacher education applicable to inner-city situations and relevant to the task of work with disadvantaged children.

The main components of the program--theory seminars, field observation and social work, and student teaching--are run more or less concurrently, being blended together so that there is close articulation of study and field work. The developers feel that there is an interdisciplinary character to the curriculum and that the whole program is "problem-focused."

The main content of curriculum elements and general procedures are as follows:

SEMINAR ON HUMAN DEVELOPMENT AND LEARNING (Fall and Spring, 9 credits)

Concepts and approaches in developmental psychology, personality theory, learning theory, and social psychology, as related to the guidance of academic learning and social behavior in schools in poverty areas. Classroom observations and minor experiments.

SEMINAR ON SOCIAL ORGANIZATION AND PROCESS (Fall, 6 credits)

The urban poor and the educational problems and needs of their children, from the perspective of contemporary sociology and anthropology. Emphasis on theoretical concepts relating to social organization and institutions, racial and ethnic groups, and social and cultural change. Instructor supervises social field work.

SEMINAR ON CURRICULUM AND INSTRUCTION
(Fall, Spring, Summer, 18 credits)

Professional understandings, skills and attitudes deemed essential for effective teaching of disadvantaged children. Emphasis on curriculum development and instructional strategies in the several curriculum areas, individualizing instruction, planning instruction, classroom management, evaluation of outcomes, and "action research." Instructors supervise student teaching.

The work in these seminars involves analysis of a few problem areas and is varied according to the needs of the participating students. Instructors in many departments, guests from other universities, and resource people from schools and neighborhoods are involved.

SOCIAL FIELD WORK (Fall, 10 hours
per week, no credit)

Students are "apprenticed" to the school-community coordinators, social workers, family workers, and attendance officers of four of New York City's "more effective schools" for interaction with the people and institutions of the neighborhood.

STUDENT TEACHING (Spring, 24 hours
per week, 3 credits)

Students are assigned for "all-day" student teaching in the four schools and used for social field work. Cooperating teachers are selected jointly by University supervisors and principals. University supervisors observe and confer with each student at least once a week.

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OREGON PLAN TO IMPROVE THE INDUCTION PROCESS

Oregon State Department of Education and
Cooperating Colleges and School Districts

The improvement of clinical experiences is being furthered in Oregon by concentration on certain positions and relationships important to teacher education. The plan was developed to correct the major weaknesses frequently found when teachers are given supervisory responsibility without adequate training.

The Oregon plan is a statewide project involving the State Department of Education and a number of colleges and school districts. The objective is to develop and implement a specialized curriculum for school and college supervisors who work with teachers in training on the premise that by improving supervision, the field experience phase of teacher education will reap the benefits, thus resulting in an improved induction process.

A number of guidelines were developed when the plan was started. These related mainly to the education and training of supervisors, use of time, pay, responsibilities, and cooperative relationships that would permit new roles in supervision. Subsequent planning developed into statewide activities that encouraged action on supervisory training. Conferences, classes, seminars, and workshops were planned, and work-study groups were organized, all designed to develop competence. The teacher-preparing institutions have sponsored conferences and workshops for similar purposes.

Two teacher education institutions have worked toward the goal by instituting the position of clinical professor, a joint appointment by the college and the public schools with responsibilities to both. In general, the clinical professor directs the field experiences of student teachers and implements in-service programs for supervising teachers. The role is interpreted differently at different institutions but is considered to have the means for facilitating the achievement of many objectives outlined in the state plan.

The creation of new roles and a new organization for field experiences has resulted in attempts to provide strong university programs for training the persons involved. Supervisory competence is now conceded, and in order to maximize its effect, Oregon institutions are promoting strong programs in supervisory training. Career positions are being encouraged and courses planned specifically toward this end are now available.

Oregon educators seek to extend the plan and to insure the stronger supervisory roles with more financial reward and prestige. There is evidence that these efforts, roles, and new conditions are producing greater growth on the part of teachers in training.

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EPISODE TEACHING

Portland State College, Oregon

The basis for Episode Teaching lies in experience-centered learning and represents a plan for trainees to achieve teaching competence sooner and in a more rewarding way. It is designed to get away from the dependency patterns and dulling routine of conventional induction plans.

The objective is to take advantage of the student teacher's readiness, interest, and creativity while placing him in a directly responsible role for teaching. By placing him on a par with the regular teacher and giving him a distinct exposure to the teaching act, the trainee avoids falling into an imitative and routine role.

By using episodes, the trainee can build a series of experiences in teaching that will maintain him. He starts with and focuses on a self-contained event, not part of the ongoing program. The topic and subject can be derived from the student teacher's strength or interest and all planning is done by the student. Therefore, he presents himself as the kind of teacher he would like to be: he selects his own model.

This plan presumes the productiveness of self-corrective behavior. The student must bring to this lesson clearly identified aims. If his readiness is strong from his previous college work, then it can be exploited best by involvement in episodes of teaching. The supervisor's role becomes one for observation, analysis, and feedback rather than demonstrative instruction.

After a number of teaching episodes have established the student as successful in an area, he can be given greater responsibility for developing sequential episodes. In this way, successive subjects are assumed until the role of teacher is attained.

If episodes fail, the student can interrupt his beginning experiences in teaching to gain more readiness without upsetting the classroom program. Since the student teacher's work is self-contained, there is no difficulty as far as the pupils' program is concerned.

Other advantages of episode teaching, as listed by the developers, are:

1. Emphasis on the teaching act
2. Providing initial success
3. Substantive material for supervision
4. Maximum acceleration into responsibility
5. Operational consonance between educational philosophy and practice
6. Optimum import into teaching of the student's college education

7. Identification of deficiencies or inappropriate practice as the student's own product.

The enjoyment of a nondependent relationship with supporting teachers and freedom to impart new ideas appear to be very satisfying for students who are in this role. Feedback from these students gives evidence that this can be a highly satisfactory model for inducting new teachers if the conditions of flexible supervisors and well-versed students are involved.

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THE BUCKNELL PLAN

Bucknell University, Pennsylvania

The Bucknell Plan is a curriculum organization plan developed by the faculty and implemented through conventional University channels. It focuses on development of the concept of the teacher as a director of learning with the ability to unlock the learning problems of the individual child. Five specially designed courses develop this concept through concurrent lectures and laboratory work with children. Faculty in the Department of Education and in the cooperating schools have been especially recruited for this program.

The first course is planned to involve the student in the acquisition of the philosophical and sociological concepts which relate to what is taught by the school and how these variables relate to the way an individual child learns through use of elementary research problems.

The second course involves the student in the psychological variables associated with learning and with the first course. All students are required to engage in a laboratory experience involving research in individual psychological variables.

The third course is designed to provide a means for the prospective teacher to acquire the knowledge of the curricular variables related to individualization of instruction and to be able to conduct research involving them.

The fourth course is designed for the student to acquire concepts of test theory with special emphasis on individualized instruction and a conceptual framework of instruction as a basis for observation and evaluation for hypothesis generation and testing as a means of resolving learning problems of students. The laboratory dimensions require the student to use an elementary or secondary school pupil who has been classified as having serious learning difficulties as the subject of research study based on these hypotheses.

The fifth course requires the student to generate and test instructional hypotheses related to individual learning problems in a classroom learning situation on a full-time basis.

Staff recruitment was specialized. Every staff member had to be a productive, experimentally oriented educational researcher with research interest related to the teaching-learning process. Specialists to deal with each of the research areas basic to the respective courses were recruited. The fifth course required sophisticated educational researchers on the Ph.D. level with a decreased load of students in order to work closely with the student and cooperating teachers. Each staff member carries 6-8 student teachers per semester.

The program reports results of improved student attitude toward teaching, increased student success in modifying individual pupil behavior, more students continuing graduate professional education, and a high correlation between prospective teachers' ability to intellectualize the instructional process and ability to teach in the classroom.

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PROFESSIONAL SEMESTER IN ELEMENTARY EDUCATION

George Peabody College for Teachers, Tennessee

The Professional Semester in Elementary Education is a "package program" requiring student involvement each day of the semester and represents a change from the conventional program in student teaching at the College. Its objectives are to more effectively bridge the gap between campus to classroom for students in education, to strengthen relationships between schools and the College, and to individualize the programs of student teachers.

Program. The outstanding features of the program are student teaching, observation and participation, field trips, laboratory and library sessions, individual and group conferences with the college teaching team, and workshops which include demonstration teaching and analysis.

During the first eight weeks of the semester the time is divided into three phases: observation and participation, laboratory, and return to observation and participation. Education courses are taken concurrently with the field experiences.

In the observation-participation phase, experiences are designed to prepare the student for full-time student-teaching experiences. These 12 hours per week provide an opportunity for him to get to know the school, the community, and the children. The faculty team and the supervising teachers work together to coordinate the college courses with the elementary classroom activities.

During the laboratory phase the student returns to the campus for three weeks for a variety of experiences designed to give him a broader view of the elementary school picture and enable him to assess his own strengths and weaknesses and gradually make his entry into the professional work.

The laboratory phase includes:

1. Video-taping. Each student is asked to plan and teach a lesson in an assigned content area and his performance is taped for approximately five minutes. Immediately following the taping, the student, faculty members, and the video technician view the tape and follow up with a group conference.

2. Field Trips. Individual field trips familiarize the students with community resources, acquaint them with procedures used in planning field trips, and provide them an opportunity to evaluate the trips.

3. Workshop and Demonstration Teaching. These sessions focus on a variety of teaching techniques and enable students to observe the live enactment of what they have been taught. The students are furnished with a complete rationale for each activity as well as opportunities for assisting with the implementation of creative ideas.

4. Conferences. Individual conferences provide guidance for the students in assessing strengths and weaknesses, offer assistance in planning and organizing, and identify and deal with any anxieties students may have.

5. Other. Group field experiences provide opportunities for students to observe good classroom teaching, plant design, school organization, and special programs.

The last half of the Professional Semester is spent in supervised student teaching. Students spend the entire day in an assigned school. All college supervision is done by one of the teaching team. Weekly on-campus seminars are supplemented by individual and group conferences.

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MICROTEACHING PROGRAM

Brigham Young University, Utah

BYU has instigated an experimental individualized program in which persons may qualify for secondary certification on their ability to perform certain outlined tasks.[1] Microteaching is a significant part of the laboratory phase of the program.

Trainees are involved as teachers in scaled-down situations to improve performance in teaching a certain skill or concept. A microteaching session in a secondary methods class would proceed as follows:

The trainee plans a 5-7 minute lesson for a class composed of about five high school students (or college classmates). This brief lesson is aimed at the teaching of a single concept or a motor act. It would be planned as a complete episode. With the student teacher and the microclass are other members of the trainees' education section and the course instructor. The student teacher's performance is recorded on video tape. The instructor-evaluator observes the teaching effort, using a Concept Teaching Evaluation form to note both suggestions for improvement and commendations. If college students are used to simulate the high school class, they are included in the evaluation proceedings which follow. Regular students do not participate in this phase.

To begin the evaluation, the instructor and the student discuss the performance in a general, usually positive way. The instructor may make suggestions about what to look for during the video-tape playback. Then the video tape is replayed and the trainee, instructor, and college class observe it and comment freely. If desired, a particular segment may be replayed and a "stop action" process may be instituted. Specific suggestions often are made first by the trainee himself. Practice at this point varies, depending on the needs of the student teacher as perceived by the instructor-evaluator. One aim of the evaluation session is to prepare the trainee to reteach his lesson--immediately after the evaluation or sometimes from one day to a week later. The reteaching is done with a different volunteer "class" and is video taped with all conditions as they were for the initial performance.

The BYU teacher education program calls for students to be involved in the microteaching activity while they are enrolled in the basic course in education or in a subsequent methods course. A recent extension of the program is its inclusion in the student-teaching program of one group of secondary education students. The teaching behavior of a student is observed by supervisors and video taped. If during the playback inappropriate behavior is found, supervisors will counsel the student to consider alternate ways of behaving. This will be followed by micro-

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[1] For description of this program, see "The Individualized Secondary Teacher Education Program at Brigham Young University," M-STEP Monograph No. 2. Salt Lake City: Utah State Board of Education.

teaching in the studio where the student can experiment with the lesson at issue. The focus is on improvement of particular elements of behavior that are affecting performance.

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MICRO-TEAM TEACHING

Wisconsin State University, La Crosse

This pilot study focused on upgrading student-teaching programs and helping in-service programs by providing "micro-team-teaching" experiences within a local school system. The program can be labeled as a unique clinical experience in introducing the team-teaching concept. It involved a limited number of people and there is interest in incorporating it into the ongoing teacher education program at La Crosse.

The primary objectives of the program were (a) to give student teachers increased responsibility for planning, executing, and evaluating an instructional program for children; and (b) to provide classroom teachers unfamiliar with team teaching the opportunity to learn the dynamics of team teaching by organizing teams of their own. This was attempted by orienting simultaneously experienced and inexperienced teachers (students) to the theory and practice of team teaching.

The plan provided for two student teachers and one experienced teacher to reorganize their instructional operation into a micro-team-teaching organization, so-called because it took place in a single, self-contained classroom. Instead of 75 children in a team group, only 25-30 were involved; only one classroom was used instead of three; and the supervising teacher was the only experienced member of the team. This group accepted the responsibility for developing a cooperative organization for planning, carrying out, and evaluating an instructional program for a group of pupils.

Unlike many of the intern programs in Wisconsin in which student teachers become part of an ongoing teaching team made up of three or more certified staff members, the La Crosse plan enabled preprofessional and certified teachers, once they understood the theory of team teaching, to develop their own team-teaching operation.

Allied with the general purpose of training people in team teaching, the project also attempted to use the team-teaching operation as a vehicle for helping experienced and inexperienced educators gain practice in applying behavioral objectives. A plan was introduced for including these in the preparation for and evaluation of instruction, and by the close of the semester the teams were to teach lessons which had evolved from this type of consideration.

This project was designed to give each member of the team as much experience as possible in all areas of team planning. Furthermore, it was expected that each member would at some time be engaged in directing the team as well as being directed.

The essential feature of the project was the emphasis on team planning, representing the greatest departure from regular student teaching. At the weekly planning sessions the major portion of time was spent evaluating the instruction, making decisions about objectives for future units, and developing broad instructional plans.

Sophomores enrolled in the introductory course in elementary education were to be utilized as teacher aides. This was instituted to give team members an opportunity to direct and supervise nonteaching personnel who are logically involved in a team operation.

The nature of this pilot study was such that no provisions were made for evaluation. However, observations of interested personnel indicate that the project can be reasonably developed and extension would be desirable.

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PRACTICUM BASED ON PERFORMANCE CRITERIA

Bellevue Public Schools--Washington State University Project, in cooperation with M-STEP

In an effort to encourage experimentation and pilot projects in Washington, M-STEP urged Bellevue and WSU to engineer a teacher education practicum based on performance criteria. It also involves a joint sharing of responsibility for teacher preparation and training of supervising teachers. The project has been in operation for two years and there are plans for expansion.

The objective is to produce greater expertise in preservice teachers by involvement in a program of specified tasks before student teaching.

Program. The program began with the identification of specific desirable teacher behaviors by a coordinating committee of Bellevue staff members. A systematic scheme of tasks was then developed by WSU staff members to help students achieve these behaviors. Instead of taking the regular senior program, the students in this project were confronted with twenty-five "instructional tasks" to be undertaken individually. The student is the judge of whether or not he is able to complete a task successfully. Feedback for this decision comes from the instructional system, his peers, the faculty, and recording devices. Each student takes his own assessment of himself into student teaching the following semester. This takes place in Bellevue Schools where supervisors are trained in the behavioral approach to student teaching.

This plan stems from the idea that teacher development flows or grows within the individual rather than within course structure. The result is a highly individualized program where students realize the significance of the confronting task to their own professional development and assume responsibility for their own learning.

An ancillary feature of the project is sensitivity training. This element was incorporated when the coordinators began to search for ways to bring about group identification and commitment on the part of student participants. Another significant aspect is the advanced employment of the students by the school system. Students were hired and committed themselves to the program while still in their junior year. The training, therefore, becomes an interest in the system's future staff members.

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MINICOURSE

Far West Laboratory for Educational Research and Development

This regional lab has developed a unique set of materials for the in-service (or preservice) education of teachers, "minicourses" available to any teachers group in the nation. The packaged program was developed after the lab had identified needed products in education, worked on a design, and proceeded to field test its ideas. A series of minicourses has been built upon the microteaching concept and use of the VTR in developing specific teacher skills.

At least one minicourse is now available for classrooms: Minicourse 1, "Effective Questioning in a Classroom Discussion," made up of four instructional sequences dealing with three specific behaviors. In the first day of an instructional sequence, the teacher views a film on the three skills to be learned. He then designs a short discussion lesson for his class to apply the skills seen in the film. On the second day of the sequence, the first microteaching session employing the lesson is recorded on video tape.

Self-evaluation forms are provided in the package so that on each replay of the video tape the teacher's attention is focused on a specific aspect of his behavior. Based on the self-evaluations, the teacher replans the lesson and reteaches it to a different group. This revised lesson can also be recorded and evaluated. Each instructional sequence is handled in the same way. A nine-month follow-up program follows participation in the minicourse. The teacher receives a lesson from the lab each month which helps him review the skills he has learned. A refresher course taken six months after the original course is designed to reinforce the skills.

There is considerable evidence from field testing done by the Laboratory that significant changes occur in teachers using the minicourse. The course is provided at shipping cost and a fee for reprocessing the returned films.

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TEACHER EDUCATION STRUCTURE VIA CONSORTIUM

Upper-Midwest Regional Educational Laboratory

This is a cooperative, interinstitutional effort initiated by UMREL for the purpose of focusing on the improvement of teacher competence for educating the disadvantaged. The consortium idea, an outgrowth of the Red River 1 Program, purports to establish centers that will be staffed by participating college faculty and serve as experience bases for the education of teachers of disadvantaged pupils.

The task is to jointly develop teacher behavior and performance criteria which can serve as a guide for the teacher education program. This will be done in conjunction with developing clinical experiences in schools that have high concentrations of disadvantaged youth. There is an in-service as well as a preservice component to the program.

The centers will make situations available where students of teaching can secure experiences in disadvantaged education and will set up performance criteria for determining trainees' effectiveness. A third interest centers on in-service value for participating school systems.

The centers are to be set up in three disadvantaged environments: inner-city, Indian reservation, and rural area. They will be staffed from the combined resources of the consortium participants: college personnel representing teacher education, sociology, and psychology; school personnel; and community personnel. (The permanent staffs will be selected from these categories.) An advisory board will be established for each center.

The centers that are developed through these joint efforts would serve the colleges in a variety of ways. It is expected that preservice teachers would take up residence at the centers to pursue particular interests. Assignments might be for "September experience," summer projects, workshops, independent study, or internships.

The learning center school will have a teacher education laboratory, one or two rooms for microteaching and dial-access carrels, and a normal set of classrooms, students, and staff. The staff will be prepared to begin and carry on with analysis and diagnosis of the needs of education students. The laboratory will organize instructional components centered on concepts relating to learning, human development, society, planning instruction, research, etc. As the need arises, the master teacher of the teaching teams will assign the students to the learning laboratory to begin work on a particular concept or skill or performance criterion.

It is expected that the students coming to the laboratory center will have identified what it is that they wish to accomplish there. The on-campus programs of the colleges in the consortium would function much the same as they do regularly, but in addition, the personnel involved with these programs would perform the screening and organizing for clinical experiences.

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